TO:      Administrator of Discipline, 10th Grade Guidance Counselor and Sophomore Class Sponsor, PTO President and Partners in Education

FROM:  Gloria Askew

DATE:  June 5, 2014

RE:       Rally for Morality Curriculum Proposal

The second unit in Literature/Composition 10 has a universal theme of moral courage. This is a huge message to compress into one unit; therefore, Rally for Morality should be a movement within the tenth grade class. With this rally, positive school climate can be greatly increased, affecting declines in discipline as well as an increase in student performance. Given the premise of our school motto: Reach students through relevant instruction, restore student confidence through healthy relationships, and redirect students toward positive results, Rally for Morality will create a sustainable greatness within our organization.

Throughout the school year, Literature/Composition 10 classes focus on a study of world literature; these students also take World History during the same academic year. Therefore, embedding in the curriculum moral education will fit greatly in gaining momentum to the end of year assembly, Rally for Morality. Literature standards contain the language of "…building on other's ideas…exhibiting a mature perspective on diverse cultures" (ELACCGPSSL1) as well as "analyze a particular point of view or cultural experience …drawing on a wide reading of world literature." (ELACCGPSRL6). World History standards include skills requiring students to "explain Humanism" (SSWH9.c) and "explain Nationalism" (SSWH17.d). Also, students cannot reason or understand "character motivation" (ELACCGPSRL3) without knowing the basis or moral compass of which one acts upon.

As a basic foundation, introduction to the Rally for Morality will take place during the first two weeks of classes through conducting a moral courage treasure hunt, letter to parents, and student compact signings. During further instruction of content areas, teachers can consistently take the teachable moments that present themselves to refer back to the first two weeks of class. In literature classes, teachers can use relevant persuasive or informational writing prompts in regards to moral courage, doing the right thing, plagiarism and its effects, or other character building scenarios. In study of World History, motivations for wars, Facism, Humanism, and Nationalism can be viewed microscopically through a basic understanding of virtues, characters, resilience, and perseverance. These are all the characteristics that fuel a society.

Embedding Rally for Morality into the curriculum will yield opportunities for students to be rewarded for their good citizenship, acts of kindness, improved behavior, as well as exemplary writing on persuasive or informative essays. A creative writing component may also be introduced through the use of technology and using storyboard software. Other content area teachers may find opportunities to find good will in the science communities, representations in art, or music with a moral message. As a reward for end of year testing, all tenth grade students will attend the Rally for Morality in the gym in which presentation of awards, informative booths, and motivational presentations will occur. Parents may attend the rally as well as all community stakeholders.

Solicitation for tangible rewards from our partners in education can be made through the head of the Rally for Morality Committee. Participation from parents will be solicited through the PTO, school council, and monthly newsletters. Trophies or medals can be purchased for as low as three dollars each online at trophydepot.com.

I thank you for your time in considering this proposal and look forward to hearing from you to schedule a meeting on further discussion. I know we have great teachers within our building who feel the same ethical call to give our students the social skills necessary to contribute to our community. Together we can accomplish this mission.